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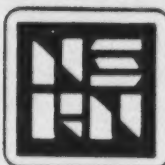
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ABSTRACT

To promote the concept that citizen involvement and responsibility for crime resistance are prime factors in law enforcement, the Federal Bureau of Investigation (FBI) assists local agencies in developing programs to encourage citizen participation. One facet of this program is directed toward educating students about their vulnerability to crime and their responsibility in preventing victimization. Two school systems have developed crime resistance programs following the FBI concept. These courses, covering such topics as law and authority, criminality, the justice system, precautions against crime, and citizen rights and responsibilities, have been extremely well received and are seen as reducing victimization by improving the students' attitudes towards police and the law and encouraging acceptance of their responsibility in crime resistance. (Author)

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Technical Assistance Bulletin

The FBI Crime Resistance Program

U.S. DEPARTMENT OF HEALTH,
 EDUCATION & WELFARE
 NATIONAL INSTITUTE OF
 EDUCATION

Summary

To promote the concept that citizen involvement and responsibility for crime resistance are prime factors in law enforcement, the Federal Bureau of Investigation assists local agencies in developing programs to encourage citizen participation. One facet of this program is directed toward educating students about their vulnerability to crime and their responsibility in preventing victimization. Two school systems have developed crime resistance programs following the FBI concept. These courses, covering such topics as law and authority, criminality, the justice system, precautions against crime, and citizen rights and responsibilities, have been extremely well received and are seen as reducing victimization by improving the students' attitudes towards police and the law and encouraging acceptance of their responsibility in crime resistance.

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The Problem

Juvenile crime statistics indicate that the attitudes of youth towards rules, laws, authority, and settling conflicts tend to become more negative as they grow older, thus reducing resistance to crime. A more concerted and continuous effort must be made to enable youth to live safely and responsibly and meet their individual and societal obligations. Young people must be educated regarding their vulnerability to crime, their responsibility in reducing victimization, and respect for the criminal justice system, law, and the impact of criminal behavior.

The Solution

The Federal Bureau of Investigation (FBI) initially collaborated with local police departments in launching four pilot programs designed to stimulate citizen involvement and thereby increase resistance to crime. To encourage the incorporation of these objectives into young people's learning experiences, one facet of the crime resistance program was directed toward students from kindergarten through 12th

grade. FBI agents have assisted several school systems in developing curriculum for use by teachers in classroom situations.

Crime Resistance Course: DeKalb County, Georgia

A pilot course in Criminology and Crime Resistance was offered as an elective at one high school in DeKalb County, Georgia, in spring 1976 and was continued through the following school year. Most students were juniors or seniors. The course was designed and implemented by the DeKalb County Crime Resistance Task Force, including FBI agents and local police investigators, and the county school system. The course concept grew out of a task force study of crimes against youth.

The curriculum included studies of the attitudes and roles of youth in reporting and preventing their victimization; the criminal justice system and juvenile agencies; the law and legal definitions; criminal behavior and theory regarding youth offenders; and court decisions related to youth. The goals of the course were to instill--



- A more positive understanding of the role of police, courts, and other criminal justice agencies
- A desire to accept a role in crime prevention and reporting
- An increased awareness and understanding of vulnerability and precautions against victimization
- A better understanding of law, criminal behavior, enforcement, and legal processes.

Course activities included lectures by teachers and guest speakers and followup discussion; student projects and reports conducted both in and out of school; such as surveys, simulations of crimes and trials; films; and exercises, examinations, and term papers. Topics covered included crime statistics, criminal codes, the legal system, arrest, bail, evidence, prosecution, court procedures and terminology, enforcement agencies and their jurisdictions, correctional systems and diversion, crime reporting, media coverage, abnormal behavior, psychiatry in the law, insanity pleas, and sex crimes. Speakers addressing the classes were from the DeKalb County police department, the county juvenile court, the state and local bar associations, The Atlanta Constitution newspaper, a local rape crisis center, and private legal practice.

The following seven units and specific study topics and objectives comprised the pilot course:

1. Introduction and Attitudes of Youth Toward Police, Crime, and Victimization
 - Awareness of attitudes toward police and the effect of negative attitudes
 - Positive respect for law enforcement and crime reporting
 - Understanding of student rights.
2. Youth Victimization and Statutory Definitions of Crime
 - Elements of crimes committed against youth and how to recognize them
3. Laws of Arrest, Search, and Seizure and the Juvenile Court Process
 - Analysis of youth victimization and techniques for avoiding it
 - State criminal code.
 - Legal rights of juveniles, juvenile law, and court processes
 - Interpretation of court decisions.
4. Criminal Justice: A System and Process
 - Criminal justice system components and processes, and court systems and their jurisdictions
 - History of law enforcement agencies, their jurisdictions, and objectives
 - Corrections and diversion processes
 - Victim responsibilities in the criminal justice process.
5. Crime Reporting and Victim Responsibility
 - Crime reporting process, and facts and information needed
 - Purpose and benefits of crime reporting
 - Victim's role in reporting and how to interpret and evaluate victimization situations
 - Crime reporting by the media.
6. Criminology and Abnormal Behavior
 - Criminology, psychology, and psychiatry
 - Criminologists and theories of criminology
 - Types of abnormal behavior



- Criminal responsibility, tests of legal insanity, and corresponding state laws
 - Unpredictability of criminal behavior.
7. Crime Resistance and Citizen Action Programs To Reduce Crime
- Extent of serious crime
 - The crime resistance program concept and pilot projects
 - Techniques to reduce and resist victimization.

The attachments to this bulletin contain excerpts from the DeKalb County pilot course. Included are a sample unit plan, sample speaker fact sheets, student activity descriptions, a list of recommended student projects, a term paper description and suggested topics, and a student opinion survey administered at the beginning and end of the course.

TIPS Program: Charlottesville/Albemarle County, Virginia

In the city of Charlottesville and Albemarle County, Virginia, school superintendents were invited by the state superintendent of public instruction to develop and pilot a crime resistance program also based on the FBI concept. Along with school officials, the Charlottesville police department, the Albemarle County sheriff, and local FBI agents participated in developing the TIPS program--Teaching Individuals Positive Solutions and Teaching Individuals Protective Strategies. The Charlottesville/Albemarle County school system sells TIPS teacher guide books and examination kits for kindergarten through the eighth grade. Programs for grades 9 through 12 are currently being piloted. TIPS materials are being used in several other areas, including Waynesboro, Virginia, and Pittsburgh, Pennsylvania.

The goals of the TIPS program are: (1) to promote positive student attitudes and behavior and (2) to help students meet their responsibilities for the safety and welfare of themselves and others. Towards the first goal, studies include--

- Attitudes and values of self and others

- Necessity for and application of rules and laws
- Authority and authority figures
- Positive and effective solutions to conflicts
- Consequences of individual and group behavior
- Seriousness of criminal activity.

In meeting the second goal, students and teachers learn--

- Concepts of victimization and vulnerability
- Reducing vulnerability to crime
- Responsible participation in the justice process
- Consequences of citizen apathy towards crime.

Teaching materials, geared for individual grades, are divided into major units with specific purposes and learning objectives and include recommended activities, student worksheets, discussion materials, reading lists, suggested films and filmstrips, and a glossary of terms. The kindergarten program, for instance, is divided into three sections: understanding self and others, understanding society, and understanding safety and crime resistance. The first section includes feelings and expression, responsibility, and dealing with conflict. Understanding society includes traffic and safety rules, authority, and authority figures such as police. The third unit, safety and crime resistance, involves protective strategies such as recognizing dangerous and friendly strangers, knowing one's name and address, and using the telephone. This unit also includes teacher information about child abuse and neglect and vandalism. The kindergarten curriculum utilizes techniques such as games, exercises, songs, and discussion.

Results

The effects of the DeKalb County Criminology and Crime Resistance course were assessed through comparisons of pre- and post-course attitude assessments in which students were asked whether they agreed or disagreed with certain statements. On 16 questions, the portion of students definitely agreeing or definitely disagreeing changed by 15 to 25 percentage points. These changes were reported as follows:



After the course, more students agreed that--

- Crime prevention is not the total responsibility of the police
- The citizen has an active part to play in crime prevention
- All laws should be obeyed whether we agree with them or not
- Most crime occurs because people create the opportunity for it to happen
- Most people obey the law because they are afraid they will get caught if they do not
- People commit crime because they want to
- Criminals are not necessarily uneducated
- Victims of crime often cause their own victimization
- Police care about the safety and well-being of youth in the community
- There is a strong relationship between poor grades and delinquency.

More students disagreed with statements that--

- Police discriminate against minorities in police recruitment
- Criminals are born, not made
- Prisons should be used as punishment for those who violate the law
- Prisons only make criminals more hardened
- Police are prejudiced
- The courts hinder police work.

Most students said the course helped them become more careful and alert to potential crime situations, and several found the course information extremely useful and practical. The teacher felt the course

increased students' awareness of their vulnerability to crime and improved their attitudes towards police, law, and criminal justice.

Because the pilot course was extremely popular among the students and demand was so great, it was expanded and replaced by two courses offered in each quarter for grades 9 through 12--Youth and the Law, and Society and the Law. Youth and the Law covers topics directly related to youth, such as youth victimization, juvenile law and the juvenile justice system, student rights and responsibilities, family law, and child abuse. Society and the Law deals with broader issues the student is likely to encounter as an adult, including consumer law, courts and the criminal justice system, and current legal issues.

Most students who elect to take the courses are in the 9th and 10th grades, and some 3,000 in all grades participate each year. By graduation, one-third to one-half of the students have taken at least one of the courses.

The TIPS program was field tested by the University of Virginia in North Carolina and Pennsylvania, and both states decided to use the program. TIPS was also endorsed by the Pennsylvania department of education. The program is currently being tested by the Department of Health, Education and Welfare, which is considering providing funds to enable Charlottesville/Albemarle County to distribute the materials nationwide.

Replication Issues

The FBI's concept of citizen involvement in crime resistance can be translated into a school course or program at any grade level.

Required Resources

Most of the cost of designing and implementing these crime resistance courses is absorbed in school system and police department normal operating budgets. In DeKalb County, Georgia, the curriculum was developed by school system and law enforcement personnel, with additional assistance and participation from other local legal system and service components. The Charlottesville/Albemarle County curriculum



materials were developed by the local school system with state education department funding. Teacher guides for each grade level are available for \$3.00 to \$3.50, with discounts for quantity purchases. The examination kit for grade levels K through 5 costs \$18.00; for grades 6 through 8 the cost is \$11.50. Only one copy of the teacher's materials is needed for each grade level.

References

DeKalb County Crime Resistance Task Force. DeKalb County Crime Resistance Pilot Course: Criminology and Crime Resistance. DeKalb County, Georgia: June 1976.

TIPS Crime Resistance Strategies (kindergarten). Virginia Public Schools, City of Charlottesville/County of Albemarle. Charlottesville, Virginia: 1979.

Contacts

For further information regarding the crime resistance programs described in this bulletin, contact--

Scott Hamrick, Supervisor
TIPS Program
Charlottesville/Albemarle County
Public Schools
Jefferson Building
4th Street, N. W.
Charlottesville, Virginia 22901
(804) 293-5179

Dr. Alan Zubay
Coordinator for Secondary Social Studies
DeKalb County Board of Education
3770 North Decatur Road
Decatur, Georgia 30032
(404) 296-2000 ext. 274

For general information about the FBI crime resistance program, contact either the local FBI office or FBI headquarters--

Crime Resistance Program
Public Affairs Office
Federal Bureau of Investigation
9th Street and Pennsylvania Avenue
Washington, DC 20535
(202) 324-3000

Attachments

The following attachments are documents excerpted from the DeKalb County Criminology and Crime Resistance pilot course curriculum.

- | | |
|----------------|---|
| Attachment A - | Sample Unit Plan |
| Attachment B - | Sample Speaker Fact Sheets |
| Attachment C - | Student Activity Descriptions |
| Attachment D - | List of Recommended Student Projects |
| Attachment E - | Term Paper Description and Suggested Topics |
| Attachment F - | Student Opinion Survey Administered at the Beginning and End of the Course. |

For further information on this program, or to request direct technical assistance in implementing a similar program, contact the National Center or the Regional Center nearest you. NSRN technical assistance is available at no cost to requestors.

UNIT PLAN

(UNIT V)

A. Length of Unit

6 class periods (55 minute classes)

B. Unit Materials

In order to accomplish the following instructional objectives set forth below the following materials will be needed:

(1) Speaker's fact sheet and lecture source material entitled "Reporting of Crime". (Teacher copy).

(2) Lecture source material and student activity entitled "Review of the Police Incident Report". (Teacher copy).

(3) Three hypothetical police incident report examples for student activity (copies for several class student groupings and teacher).

(4) Lecture source material entitled "Student Practicum in Reporting Crime". (Teacher copy).

(5) Student patrol simulation games three examples for student activity (Teacher copy).

(6) Speaker's fact sheet/student handout entitled "Reporting of Crime By the Press" and newspaper article entitled "Elevator Raptist Hunted". (One copy each per student and the teacher).

(7) Speakers' fact sheet entitled "The Rape Crisis Center". (Teacher copy).

C. Instructional Objectives

(1) Upon completion of this unit the student will be able to list and to discuss the kinds of information and facts needed in reporting a known or suspected crime to the police, as demonstrated by his class participation involving the observation and reporting of simulated crime, and in his review of police offense report examples.

(2) Upon completion of this unit the student will be able to delineate procedures for reporting a known or suspected

crime to the police, as evidenced by his class participation involving the reporting of simulated and hypothetical crimes, and in his study of reporting procedures provided through class lectures.

(3) Upon completion of this unit the student will have furthered his understanding of the purpose for reporting crime to the police and other agencies, as demonstrated by his class discussion and his evaluation of lecture and handout materials.

(4) Upon completion of this unit the student will have formed a more positive attitude toward reporting known or suspected crime to the police, as demonstrated by his expressions and discussions in the class - student activities and practicum.

(5) Upon completion of this unit the student will better understand the vital role of the victim in reporting crime, as evidenced by his class discussion, interaction with lectures, participation in student simulation police patrol games and a reporting practicum, and in his evaluation of police incident reports.

(6) Upon completion of this unit the student will be better able to interpret and to evaluate known or suspected victimization situations he may witness, as evidenced by his class participation in a student crime reporting practicum and in police patrol game simulations.

(7) Upon completion of this unit the student will better understand the role and responsibility of the press in reporting crime to the police. The student will be able to accomplish this objective through his interpretation and evaluation of a lecture given by a newspaper reporter, and a reporter - student classroom discussion.

D. Unit Concepts

(1) The responsible reporting of crime is an essential characteristic of the administration of criminal justice.

(2) Victims of crime as well as witnesses have a responsibility to themselves and the public to report the incidence of crime, so that the police may take appropriate action to control and reduce its impact on the safety and welfare of the community.

(3) Each and every citizen, whether youth or adult, should be knowledgeable regarding the types of information which are essential in reporting a known or suspected crime and the procedure for reporting the incident to the police.

(4) Youth in DeKalb County allege that they fail to report approximately 50 percent of the crime perpetrated against them, chiefly because they feel the police do not want to be bothered; nothing can be done; fear of reprisal from the suspect; and confusion about how to report the incident.

(5) The reluctance or inability of a victim or witness to provide the police with necessary facts and information regarding a known or suspected criminal incident will hamper the investigation and solution of the crime, thus causing possible further danger to the public.

(6) The press has an obligation to report the factual occurrence of crime, to educate and to alert the public to potential danger and crime situations, and to assist the police in the prevention and control of victimization.

(7) By failing or refusing to report crime which is perpetrated against them, youth encourage their further victimization.

F. Class Activities

(1) Lecture by Teacher and guest speakers.

(2) Discussions with speakers.

(3) Student Activity - review and critique of three police incident reports for purposes of determining the missing information essential to the investigation and to understand the necessity for reporting crime and the type of information required to make such reports.

(4) Student practicum in reporting crime - classroom crime simulations and critiques.

(5) Student patrol simulation games - student demonstrating police - victim - witness - suspect roles in simulated crime situations.

(6) Reading and evaluation of newspaper article entitled "Elevator Rapist Hunted".

(7) Evaluation of Rape Crisis role playing situation.

(8) Written exercises in classroom.

(9) Taking of written notes during lectures.

F. Guest Speaker

- (1) Hugh Howard
Investigator
Criminal Investigation Division
Youth Section
DeKalb County Police Department
DeKalb County Crime Resistance
Task Force
- (2) Vivian Underwood
Investigator
Criminal Investigation Division
Youth Section
DeKalb County Police Department
DeKalb County Crime Resistance
Task Force
- (3) Jay Lawrence
Reporter
Atlanta Constitution
Atlanta, Georgia
- (4) Donna Armstrong
Counselor
The Rape Crisis Center
Atlanta, Georgia
- (5) Mary Dismuke
Counselor
The Rape Crisis Center
Atlanta, Georgia

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE

SPEAKER'S FACT SHEET I

ATTITUDES OF YOUTH AND POLICE

SPEAKER: Douglas K. Andrews
Sergeant

AGENCY: Dekalb County Police Department
Uniform Division
Dekalb County, Georgia

The purpose of having a uniform police officer appear before the class is to offer the students and the officer an opportunity to have an open and frank personal dialogue concerning their respective attitudes and feelings about youth and police in general. The students will have an opportunity to evaluate the officer on a personal basis as a father, husband and public servant. The officer will be afforded the opportunity to view the youth as a student seeking to expand his knowledge and as one attempting to formulate appropriate attitudes.

Hopefully, an honest and open exchange between the officer and the youths will foster a more positive relationship between the two and enlighten each as to the other's feelings and attitudes.

The following areas will be addressed by the officer:

A. Personal Life

1. Age
2. Marital status
3. Number of children
4. Length of employment
5. Income
6. Life style
7. Home owner
8. Hobbies
9. Education

B. Employment

1. Length of employment
2. Duties and responsibilities
3. Employment qualifications
4. Job danger

C. Attitudes

1. Toward work assignment
2. Toward gun control
3. Toward traffic enforcement
4. Toward teenage drinking
5. Toward use of marijuana
6. Toward long hair on youthful males
7. Toward teenage vandalism
8. Toward youthful offenders
9. Toward capital punishment
10. Toward teenage disrespect for the law and the police

D. Perception of Youth Attitudes

The officer will discuss his perception of the youth's attitudes toward the police.

SHAMROCK HIGH SCHOOL

CRIMINOLOGY AND CRIME RESISTANCE

OPERATION OF THE POLICE DEPARTMENT'S YOUTH SECTION

SPEAKER'S FACT SHEET VIII

This handout is furnished to provide facts and information regarding the duties, responsibilities and operation of the Youth Section of the Dekalb County Police Department.

The guest speaker, Sgt. Jim Miller, Youth Section Commander, will address these areas of interest. This paper is intended as a supplement to Sgt. Miller's presentation.

I. Speaker Profile

- A. Name: Sgt. Jim Miller
- B. Position: Youth Section Commander
- C. Department: The Youth Section is one of seven units which operate within the Criminal Investigation Division (commonly called detectives) of the Dekalb Police Department. The other investigative units are: Homicide, Robbery, Narcotics, Auto Theft, Burglary and Theft and Fraud.
- D. Experience: Sgt. Miller has seven years experience with Dekalb, six in youth work. He also has had two years previous police experience with a suburban Detroit, Michigan police department. He has had specialized training in Juvenile Law, Juvenile Justice Administration, Police Administration and Narcotics and Dangerous Drugs.

II. Duties and Responsibilities of the Youth Section Commander

- A. Supervise daily operation of the Youth Section, case assignment, etc.
- B. Supervise activities of six investigators and one secretary; administrative supervision, case supervision, etc.

- C. Instructor in Juvenile Law, Dekalb Police Academy.
- D. Liaison officer between the police department and various other agencies: Juvenile Court, School System, Department of Family & Children Services, etc.
- E. Consultant on matters pertaining to juvenile law to other members of the department.
- F. Public relations work, public speaking, class lectures and so on.

III. Statutory Definition of a Juvenile

- A. Juvenile Law in Georgia, Title 24A, section 401. (1), (2), identifies a juvenile ("child") as anyone "under the age of 17", or, "under the age of 21 years who committed an act of delinquency before reaching the age of 17 years and who has been placed under the supervision of the court or on probation to the court".

IV. Types of cases investigated by the Youth Section

- A. All offenses which occur on school property during school hours or at school sponsored functions.
- B. All criminal offenses committed by juveniles except capital crimes (armed robbery, rape and murder), burglary and auto theft.
- C. Some sex offenses committed by adults against children.
- D. All cases involving the theft of bicycles, mini-bikes, go-carts, etc.
- E. All vandalism cases indigenous to youth, i.e., rolling yards, egging houses, trenching yards, destroying mailboxes, vandalizing schools, etc.
- F. All child abuse and child neglect cases.
- G. All status offender cases (runaways, ungovernable children, etc.)
- H. Cases involving domestic trouble or neighborhood disputes.
- I. Process all juvenile offenders arrested by other segments of the department.

V. Problems peculiar to the arrest of youthful offenders

- A. Arrest. Deliver directly to Juvenile Court or designated officer.
- B. Medical attention. Must procure medical attention if child is sick, injured, intoxicated, etc.
- C. Fingerprints. Child can only be fingerprinted if he has committed one or more of the following crimes: Murder, manslaughter, forcible rape, robbery, burglary, aggravated assault, purse snatching or auto theft. He or she may also be printed on probable cause for comparison with latent prints found at crime scene.
- D. Photographs. No child may be photographed except by court order.
- E. Interrogation of juvenile defendants: Advise of rights. Both parents and child must consent. Waiver forms must be signed. Place of interrogation must be neutral ground, juvenile court or court designated site or child's home.
- F. Release of name to news media. No child who is before the court for the first time is subject to public identification under penalty of law.
- G. Records. All records pertaining to juvenile arrests must be kept separate from those of adults.
- H. Hearings. A child held in custody must be granted a detentional hearing within 72 hours (excluding holidays and weekends) of his or her incarceration, and then a hearing on the merits of the case must be held within 10 days if the child is held in detention and within 60 days if he is not.

DEKALB COUNTY POLICE DEPARTMENT

ADVICE OF RIGHTS TO JUVENILE

DATE: _____ LOCATION: _____

TIME: _____

Before I am asked any questions, I understand that:

1. I have a right to remain silent. (I do not have to say anything.)
2. Anything I say can be used against me in Court. (Anything I do say can be repeated to a Judge.)
3. I have the right to an attorney (lawyer) for advice before I am asked any questions and to have him with me during the questioning. (I can get a lawyer before I say anything.)
4. If I cannot afford a lawyer, one will be appointed for me before any questioning if I wish. (The Court will get me a lawyer.)
5. If I decide to answer questions now, without an attorney (lawyer) present, I will still have the right to stop answering at any time and request that I be allowed to talk with an attorney (lawyer). (I can stop talking any time.)

I have completed _____ years of _____ education at _____. I understand what my rights are. I understand that I may be charged with the crime of _____ and that I have not been promised anything.

WITNESS: _____ SIGNED: _____
(Juvenile)

WAIVER OF RIGHTS

I am willing to waive my rights and to make a statement and answer questions without having an attorney (lawyer) present at this time. I understand and know what I am doing. No promises or threats have been made to me and no pressure of any kind has been used against me.

WITNESS: _____ SIGNED: _____
(Juvenile)

WITNESS: _____ SIGNED: _____
(Parent)

The undersigned Police Officer:

I further certify that I have read the Miranda Warning to the juvenile and his/her parent together, in each others presence, this _____ day of _____, 19____.

Police Officer

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE

SPEAKER'S FACT SHEET IX

REPORTING OF CRIME BY THE PRESS

(Police - Press Relations)

SPEAKER: Jay Lawrence
Reporter
Atlanta Constitution

TOPICAL OUTLINE

- (1) Responsibilities of the press in reporting crime.
- (2) Police-Press cooperation in reporting and preventing crime.
- (3) Police-Press incongruence in the reporting of pending investigations.
- (4) Prejudicial pre-trial publicity in criminal cases.
- (5) Sensationalism in crime reporting.
- (6) Press and the use of confidential sources in gathering information of evidentiary nature.

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE

POLICE-PRESS-PEOPLE RELATIONS

by Jay Lawrence
Atlanta Constitution
DeKalb County Reporter

Police knew about the rapist; so, of course, did the victims' confidants.

For that matter, word was spreading pretty fast in the downtown office buildings that women had better be careful in elevators and parking lots. At least one company actually printed up flyers warning its employees.

Eight days after the first attack, The Constitution's police reporter, who hangs around the various detective squad rooms at the Atlanta Police Department, found out that something big was up.

The sexual molestations and robberies were believed to have been committed by the same man. Sex crimes and robbery detectives were working hard on the case, interviewing victims, working up a composite of the perpetrator, and questioning suspects.

But police didn't want a story. For one thing, they were staking out elevators and parking lots, and they didn't want to tip off the culprit that they knew all about him.

For another thing, although I wasn't told this directly, I'm sure the police didn't want to alarm the populace.

So the Police Reporter waited a solid week before filing a story on the incidents. Even then, detectives were mad at him for doing it, even though no action by the rapist had been reported for at least a week and police were beginning to believe the guy had dropped from sight.

But the Police Reporter, and I talked to him, knew that the word was out, knew that other journalists knew about it, and figured a story was important enough to risk raising the ire of his police sources.

Here are the pressures, as I see them, on the Police Reporter:

1. If he printed the story too soon, against the wishes of the detectives, he risked their never telling him about anything again.
2. If another reporter ran the story first--if he got beat, in newspaper terms--he risked raising the ire of the city editor.
3. If he waited too long the story would just plain get cold, and newspapers are in the business of selling news.

Those might be the nitty-gritty things he weighed, but these are the better, and higher, reasons for action:

1. He had a duty to alert, not alarm, the populace when they were in danger. It would anger me, for example, if a woman dear to me worked in that area and had not heard of the peril.

Furthermore, news articles oftentimes can have a calming influence on people rather than an inflammatory one. They serve as a rumor control device. When people have the facts in front of them in black and white, it tends to cool down the whispered gossip and exaggerated tales going about. There, they might say, it wasn't bad after all.

2. He had a duty to cooperate with police in their efforts to catch the perpetrator and thus end the crimes. This, of course, is only one simple example. But from it you may be able to sort out some of the conflicting and common goals of journalists and law enforcement authorities.

It often seems that cops have a natural distrust and disliking of reporters; they don't want to tell the press anything for fear of hurting their case and because they sometimes believe the story will be exaggerated.

But, as I hope I've shown you, a good reporter and a good policeman should share one common ground: they both should serve the public.

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE

"What I Think About the Police"

(Student Activity)

The purpose of this classroom activity is to stimulate the student to evaluate and to freely express his positive and negative feelings and attitudes about law enforcement. The teacher will act as an observer to maintain orderly conduct of the students and to guarantee each class member the opportunity to express himself.

The free and open discussion will hopefully cause the student to take time to constructively evaluate his attitudes and feelings about the police and to cause him to compare his attitudes with those of his peers.

The student interaction will hopefully bring about more self-understanding and positive attitude change. It may also dispel misconceptions and negativism toward the police through peer group evaluation of individual attitudes.

The student should write down his feelings and attitudes concerning the police prior to class discussion. This procedure will cause the student to formulate and interpret his attitudes before the influence of group participation.

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE

"What Parents, Peers, and
Neighbors Think About
The Police"

(Student Activity)

The purpose of this activity is to broaden the knowledge of the student concerning the attitudes of his parents, peers, and neighbors concerning the police and to compare these responses with his own attitudes. The student may prepare several questions to elicit attitudes regarding specific aspects of law enforcement or may merely ask the interviewee to express his attitudes and feelings about the police. He should record these statements for future discussion in class. The respondents should be kept anonymous.

Sample questions to be used in this activity may include:

1. Do you feel the police impartially enforce the law?
2. Do you feel the police provide adequate protection for the community?
3. Do you believe the police respond to the needs of the community?
4. Do you think the police spend too much time investigating minor infractions of law, when they should be concentrating on more violent or organized criminal activity?
5. Do you feel the police encourage public involvement in reducing crime in the community?

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE
STUDENT RIGHTS

The purpose of this activity is to elicit from the students their opinions regarding what they beleive to be student rights.

The teacher will ask certain questions to promote class discussion and will guide student participation. The teacher will also address commensurate student responsibility with these rights.

The following are questions which the teacher may use in this activity:

- (1) Do students have the right to express their opinions on any subject while they are in school?
- (2) Can the school prevent students from inviting a speaker to their school club meeting because he is too controversial?
- (3) Can a student publication be banned because the principal thinks particular words are obscene?
- (4) Do students have a right to a hearing every time a teacher or principal wants to punish them?
- (5) Can a student be punished for violating a rule he did not know existed?
- (6) Can police or school officials search a student's desk or locker?
- (7) Is it legal for public school officials to inflict corporal punishment on students?
- (8) Is it permissible to wear your hair as you want in school?
- (9) Is it permissible for a principal of a school to listen in on a classroom without the teacher or students knowing?
- (10) Do students and parents have a legal right to review the student's school records?

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE

CRIME SIMULATIONS

(Student Activity)

The purpose of the crime simulation activities is to reinforce the student's study of the statutory definitions and elements of crimes; and to demonstrate how these offenses occur and what might be done to prevent them.

The teacher will ask for volunteers or will select specific students to role-play the parts in the simulations. The teacher will also select a given offense type for the crime simulation and assign it to one of the groups.

Each crime simulation group will develop their own skit ensuring that each element of the offense category is included.

The teacher and other students will evaluate each crime simulation.

The following crime simulations may be considered for class activity:

- a. Aggravated battery
- b. Simple battery
- c. Armed robbery
- d. Robbery by intimidation
- e. Kidnapping
- f. Enticing a child for indecent purposes
- g. Peeping tom
- h. Larceny
- i. Simple assault
- j. Aggravated assault

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE

STUDENT PRACTICUM IN REPORTING CRIME

A practicum is a supervised practical application of a course of study or theory in a classroom or clinic atmosphere.

I. Purpose of the Practicum

The purpose of a practicum or exercise in the reporting of a witnessed crime is to allow the students the opportunity to view, analyze and report an unannounced simulated crime situation. The objective of this learning experience is fourfold:

- (a) to demonstrate to young people the necessity of reporting crime they witness.
- (b) to demonstrate the problems involved in analyzing or interpreting a known or suspected crime.
- (c) to demonstrate the procedure for reporting the incident to police; and
- (d) to demonstrate what information is necessary in reporting a crime.

II. Teacher Responsibility in the Practicum

The teacher should design one or more simulated crime situations for unannounced presentations in the classroom setting. Students or adults unknown to the class may be recruited to participate in the dramatizations to better test the observation and recall of the viewing students.

The teacher should act as the practicum monitor. He should elicit from the students their observations and impressions of the simulated crime(s). He should also select individual students to outline the procedure for reporting the alleged crime(s) and what facts are necessary in reporting the incident(s).

The teacher should conclude the exercise by outlining the facts necessary in reporting the crime(s); the correct procedure for reporting the crime(s); and problems involved in analyzing and interpreting the offense(s).

III. The Simulated Crime Situation

On May 11, 1976, at 8:30 a.m., a white female, (Kato Broyles-a Dekalb County Police Firearms Instructor) will enter the classroom in civilian attire with a revolver. In an excited rage she will yell out several statements to the teacher (Warren Southerland): fire her weapon (which will contain one blank cartridge) at him; and quickly exit the room. The teacher will feign death and make a dying declaration. The teacher will thereafter immediately inform the class that they have just witnessed a simulated crime. They are instructed then to record their observations of the crime and description of the assailant. This is to be accomplished individually. After the students have had an opportunity to record their observations, the assailant (Broyles) will be brought back into the classroom so the students will have an opportunity to evaluate their descriptions of her.

IV. Student Activity

- (a) the students should individually record their observations of the alleged crime; descriptions of the assailant; and their recollections of the dying declaration. (This part of the activity should be timed and involve from 5-10 minutes).
- (b) selected students should be requested to inform the class of their recordings.
- (c) the class should be allowed an opportunity to discuss opposing perceptions of the incident and any differences in the description of the alleged assailant. Contrary opinions concerning the incident, statements made during the crime, and descriptions of the assailant will evoke class discussion and illustrate perceptual problems and the need for factual information in reporting crime.
- (d) selected students should be requested to explain how they would report the crime.
- (f) other students should be requested to discuss the facts that should be provided to the police in the investigation of the alleged crime.
- (g) the class should engage in discussion of the reporting procedures and information furnished to the police. (the teacher-monitor should guide this discussion).

V. Evaluation of the Practicum

Evaluation or critique of the practicum should be conducted by the teacher. It should pertain to the accuracy of the students' recollections, procedure for reporting the crime and the information furnished to the police.

The following are areas of interest the teacher may wish to address in his evaluation:

- A. What the witness should have done upon witnessing the crime:
 1. made a mental note of exactly what occurred and the description of the assailant.
 2. rendered first aid to the victim if he was still alive.
 3. immediately notified the police or have had someone else to immediately notify the police.
 4. protected the crime scene and any injured victim until the police arrive.
 5. furnished the police the facts of the incident upon their arrival.
- B. What information the witness should have provided the police when making the initial report of the crime:
 1. the witness' name
 2. type of crime and weapon
 3. address of the incident
 4. condition and identity of the victim
 5. identity (if known), description and whereabouts of the assailant.
- C. What the witness should have furnished the police when interviewed:
 1. identity and address of the victim, if known.
 2. identity and address of the assailant, if known.
 3. description of the assailant, to include: age, sex, race, height, weight, build, complexion, hair color and length, eye color, glasses, scars and marks, accent, and clothing.

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4. time of the incident
 5. what the assailant did and said when confronting the victim.
 6. what the victim said and did when confronted by the assailant.
 7. the words of the dying declaration spoken by the victim.
 8. whether the victim identified the assailant.
 9. the number of shots fired by the assailant.
 10. the type, model, caliber and color of the weapon used.
 11. which hand the assailant held the weapon.
 12. if the victim and assailant appeared to know one another.
 13. how the assailant entered and exited the room.
 14. whether the assailant touched anything in the room.
 15. the distance from the assailant and victim when the weapon was fired.
 16. whether the witness believed he would be able to identify the assailant if observed at a later date.

D. Disparity in Witness Observation

1. witnesses may observe only partial actions or hear only certain words uttered in a crime situation as simulated, due to their physical location at the time of the incident, or due to obstacles or noise.
2. people also perceive happenings differently.
3. people are inclined to evaluate situations according to past experiences.
4. some persons become extremely emotional when witnessing a crime and may forget what they saw or heard.
5. some people are unable to express themselves adequately and may not be able to explain what they saw or heard.

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE
STUDENT POLICE PATROL SIMULATIONS

(Student Activity)

In sociodrama, role playing is used as the vehicle to portray a situation for study and analysis. As a method of teaching, role playing is a means of providing practice in ways of behaving in selected situations. The emphasis is upon the role played. However, in sociodrama, emphasis is placed on the reactions to the situation created rather than on the role.

In the police patrol simulation emphasis is placed on both the role and reactions to the created situation.

The purpose of the police patrol simulation activity is to afford the student an opportunity to role-play a police officer in a given situation, to further understand the officer's frustration, dilemma, on-the-spot decision making and required knowledge in the performance of his duties.

The patrol simulations will also demonstrate the necessity of reporting crime to the police, the vital role of the victim and witness in reporting crime and problems encountered by the police in investigating known or suspected crime situations.

The teacher will request volunteers or will select students for given police patrol simulations. The teacher will instruct the players regarding the basic situation and will assign one or more of them to play the role of the police officer. The role-players will simulate the incident and react according to their respective roles.

The class and teacher will evaluate each police patrol simulation on the following points:

- A. Was the simulation realistic?
- B. Did the role-players appropriately react to the situation?
- C. Did the police officer perform in an official manner?
- D. Did the police officer over react to the situation?
- E. Did the police officer demonstrate appropriate job knowledge?
- F. Did the police officer use good judgement in his decision making?

- G. Did the police officer demonstrate appropriate knowledge of the law?
- H. Did the police officer maintain control of his feelings and emotions during the simulation?
- I. Did the other role-players respond or react realistically to the actions and statements of the officer?
- J. What would you have done differently?

The following is a list of sample police patrol simulation situations that may be used in a classroom setting:

1. The police officer makes a traffic stop for speeding, but as he approaches the vehicle which is being operated by a teenage male, he (the officer) observes the driver pitch an open can of beer into the back seat.
2. The police officer is dispatched by radio to a family disturbance call. When he arrives at the scene he finds the husband and wife fighting and a teenage son pointing a gun at the father and threatening to shoot him.
3. The police officer is dispatched by radio to investigate a reported child molestation in progress. As the officer approaches the scene he observes a middle aged male attempting to put a screaming 10 year old girl into his car.
4. The police officer, while on patrol, observes a vehicle speed away from a service station. He then observes a man running from the station waving his arms and yelling at the officer. Investigation determined that the service station attendant had just been robbed by two teenage males. Shortly thereafter, the officer observes a vehicle fitting the description of the getaway car parked beside the road with two teenage males in the front seat. As he approaches the car the passenger gets out and walks toward the officer, the driver remains in the vehicle.
5. The police officer is dispatched by radio to a high school on a report of an armed youth in the principal's office. When the officer arrives, the principal informs the officer that the youth-suspect is high on pills and has threatened to harm anyone who attempted to remove him from the office.

SHAMROCK HIGH SCHOOL

Criminology and Crime Resistance

Student Projects

The following is a list of recommended projects for this course. Two students may group together to do a project. A paper must be prepared and presented to the class in order to receive credit for the task. The papers will be turned in to Mr. Southerland on April 1, 1976. The projects will be orally presented by the students to the class on April 1 and 2, 1976.

- (1) Design and administer a questionnaire survey among ten businessmen within the community to determine what they can do to prevent and reduce crime against their businesses.
- (2) Interview ten victims of crime regarding the circumstances which caused their victimization and what they could have done to prevent or reduce the crimes from occurring.
- (3) List ten characteristics you believe a police officer should have to do a good job. Then interview four police officers regarding their opinions of each of the ten characteristics you have listed.
- (4) Design and administer a questionnaire survey among twenty five students to determine what they can do to reduce crime against themselves. Be specific about the types of crime.
- (5) Evaluate conditions within your neighborhood which may cause crime to occur. You may want to include crimes against the person as well as property type offenses.
- (6) Interview students (ten males and ten females) for reasons they believe crime is not reported.
- (7) Take slides of at least ten simulated victimization situations and prepare a tape recording or cassette regarding each slide. The recording should mention the factors causing each crime and what prevention techniques could have been employed to prevent the crimes from occurring.
- (8) Design and administer a questionnaire survey among twenty parents to determine what they can do to prevent criminal victimization of their children.
- (9) Interview five Block Parents regarding the purpose of the Block Parent Program: what the program is designed to accomplish; and if it is accomplishing those goals.
- (10) Contact the Community Services Unit of the Dekalb County Police Department and determine what services the police department has to offer to the public, schools and youth. Critique the programs as to their community relevance.

Student Projects

(11) Interview five businessmen who sell CB radios and/or tape players and determine what they suggest can be done to reduce the theft of such property from vehicles. Also determine the value of such property and why the thefts appear to occur.

(12) Interview a representative of THOR regarding the basis for marking valuable property with an identification number and the reason it is believed that the marking will deter theft.

(13) Interview twenty female students regarding their opinions why sexual assault and rape occur and what they believe can be done to prevent those crimes.

(14) Review the Georgia statutory law dealing with profanity and obscene gestures. Determine what the statutes provide and if there is a specific Dekalb County Ordinance. Evaluate your feelings about these laws and their penalties.

(15) Determine the number of juvenile males and females arrested last year in Dekalb County, Georgia. Ascertain the most common crime committed by each group and evaluate your findings.

(16) Arrange an appointment at the Dekalb County Police Department to identify the high crime areas in the county for burglary, rape, assault and other major offenses. Use a map to locate these areas. Determine if there is any difference in police protection in those areas.

(17) Using photographs, newspaper clippings, drawings, paintings, or other illustrative material, make a poster or series of drawings depicting what you think is good and bad about confining criminals in prison. List a number of improvements that you feel could be made in our penal system. Also list a number of alternatives to confinement for offenders.

(18) As a manager of a large downtown department store, which has been suffering a large amount of shoplifting, design a program for preventing shoplifting and catching shoplifters. Also describe what you would do with shoplifters who are arrested. Determine how area stores approach this problem.

SHAMROCK HIGH SCHOOL
CRIMINOLOGY AND CRIME RESISTANCE

Term Paper

The students enrolled in Criminology and Crime Resistance are required to research and prepare a term paper. A minimum of three research sources will be required in preparation of the paper. Footnotes are to be used where appropriate. A bibliography of these sources will be presented at the end of the report.

Sources for the research may include: books, law enforcement and other professional journals, newspaper and magazine articles, published surveys and projects, and personal interviews.

Typewritten papers must be three to ten pages in length. Hand written papers must be six to fifteen pages.

The Term Paper must be turned in by class period on May 3, 1976. These papers will also be orally presented by the students to the class on May 3-4, 1976.

The following is a list of subjects from which the student may select his/her term paper topic:

1. Family crisis intervention by police.
2. Causation theories of delinquency.
3. Urbanization and its relationship to crime.
4. Capital punishment as a deterrent to violent crime.
5. The Battered Child Syndrome.
6. The role of the female police officer.
7. Advantages and disadvantages of one man police patrol units.
8. Custody and treatment in juvenile institutions.
9. Use of computers in law enforcement.
10. Psychological aspects of the sex offender.
11. Citizen crime prevention programs.
12. Differentiation of the situational offender and the professional criminal.

13. Police problems in the enforcement of marijuana laws.
14. The relationship of violence on television and crime.
15. Rehabilitation versus punishment of juvenile offenders.
16. Experimental programs in law enforcement in crime prevention.
17. Advantages and disadvantages of probation of juvenile offenders.
18. Diversion alternatives in juvenile offender cases.
19. Behavioral modification and altering criminal behavior.
20. Educational and physical requirements for police officers.
21. Advantages and disadvantages of the juvenile court system.
22. Application of the Theory of Differential Association to Delinquency.
23. Gun control as a deterrent to crime.
24. The extent of organized crime in America.
25. Causes of youth victimization.
26. The impact of crime in the American society.
27. Problems in interpreting crime statistics.
28. Factors involved in the decision to report or not to report crime to the police.
29. Peer pressure and its influence on delinquency.
30. Crimes committed against the elderly.
31. Attitudes toward victimless crimes -- prostitution, gambling, sex laws, and drug addiction.
32. Institutionalization of status offenders -- runaways and ungovernable juveniles, truants, etc.
33. Approaches to handling citizen complaints against the police.
34. The relationship of alcohol to crime.
35. The role of community and public relations in law enforcement.
36. Students rights versus the rights of educational institutions.
37. The police role in civil disobedience.
38. The community's role in law enforcement.

39. School - Related Police Programs.
40. Problems in professionalizing rural law enforcement.
41. Truancy and juvenile crime.
42. Crime prevention through opportunity reduction.
43. Political influence in crime prevention.
44. Analysis of the Miranda ruling.
45. The requirement of restitution by convicted property offender.
46. Review of the Georgia pornography laws.
47. Rape prevention - techniques and program.
48. Burglary prevention - techniques and program.

SHAMROCK HIGH SCHOOL
STUDENT PRE-ASSESSMENT
OPINION SURVEY
MARCH 10, 1976

Please fill out the following opinion survey. Rate your answers by placing a circle around the number most accurately representing the answer with which you most agree. Do not sign this form.

SCALE

Definitely Agree	Undecided; Probably Agree	Undecided; Probably Disagree	Definitely Disagree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

-
1. Crime prevention is the total responsibility of the police. _____ 1 2 3 4
 2. Most criminals can be successfully rehabilitated. _____ 1 2 3 4
 3. One accused of a crime is innocent until proven guilty in a court of law. _____ 1 2 3 4
 4. Gun control would lower the crime rate in the United States. _____ 1 2 3 4
 5. Criminals are very smart. _____ 1 2 3 4
 6. Police discriminate against minorities in police recruitment. _____ 1 2 3 4
 7. The citizen has no active part to play in crime prevention. _____ 1 2 3 4
 8. The only way to change an unjust law is to violate it so the court will see that it is not respected by the people.. _____ 1 2 3 4
 9. A person who is found guilty for murder should be executed. _____ 1 2 3 4

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STUDENT OPINION SURVEY
(Continued)

10. All laws should be obeyed whether we agree with them
or not. _____ 1 2 3 4
11. Criminals are born, not made. _____ 1 2 3 4
12. Citizens do not report crime because they fear reprisal
by the suspect. _____ 1 2 3 4
13. Most policemen do not respect the opinions of young
people. _____ 1 2 3 4
14. Most crime occurs because people create the opportunity
for it to happen. _____ 1 2 3 4
15. If a person who is being arrested is innocent he should
resist arrest. _____ 1 2 3 4
16. A defendant who refuses to testify in court on his own
behalf must be guilty. _____ 1 2 3 4
17. Rehabilitating criminals is more important than stop-
ping crime. _____ 1 2 3 4
18. Poverty is primarily the cause of crime. _____ 1 2 3 4
19. The courts are too easy with lawbreakers. _____ 1 2 3 4
20. Anyone charged with a felony should be held in jail
without bail. _____ 1 2 3 4
21. The Bill of Rights was written for criminals. _____ 1 2 3 4
22. Capital punishment should be abolished. _____ 1 2 3 4
23. Persons convicted of property crimes should be placed
on probation rather than incarcerated in prison. _____ 1 2 3 4
24. The selling of marijuana should be a criminal
offense. _____ 1 2 3 4
25. Most people obey the law because they are afraid they
will get caught if they do not. _____ 1 2 3 4
26. The police should be allowed to "bug" the telephones of
known criminals. _____ 1 2 3 4
27. People commit crime because they want to. _____ 1 2 3 4
28. Prisons should be used as punishment for those who
violate the law. _____ 1 2 3 4

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STUDENT OPINION SURVEY
(Continued)

29. Most robberies are committed by persons who need money to buy drugs. _____ 1 2 3 4
30. Most policemen are corrupt. _____ 1 2 3 4
31. Reporting a crime is considered "Snitching". _____ 1 2 3 4
32. Criminals are usually uneducated. _____ 1 2 3 4
33. Prisons only make criminals more hardened. _____ 1 2 3 4
34. Victims of crime often cause their own victimization. _____ 1 2 3 4
35. The more policemen on the street the less crime will occur. _____ 1 2 3 4
36. Police care about the safety and well being of youth in the community. _____ 1 2 3 4
37. People who use hard narcotics usually commit crime to support their habit. _____ 1 2 3 4
38. Young people do not report crime because their parents tell them not to get involved. _____ 1 2 3 4
39. Possession of marijuana should not be a crime. _____ 1 2 3 4
40. Police are prejudiced. _____ 1 2 3 4
41. Crime is not reported as often as it occurs because the police can do very little about solving it. _____ 1 2 3 4
42. The juvenile offender generally becomes an adult criminal. _____ 1 2 3 4
43. Crime is committed by persons who have no control over their behavior. _____ 1 2 3 4
44. Police are fair in enforcing our laws. _____ 1 2 3 4
45. The courts hinder police work. _____ 1 2 3 4
46. Police salaries are too low. _____ 1 2 3 4
47. Police are necessary to maintain our society. _____ 1 2 3 4
48. Criminal tendencies are hereditary. _____ 1 2 3 4
49. There is a strong relationship between poor grades and delinquency. _____ 1 2 3 4
50. The police pick on young people. _____ 1 2 3 4